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ABSTRACT

Innovative Social Studies: Urban Elementary Schools, known as ISSUES, is a social studies program actively pursuing the profound social problems of our times by daily student involvement with solutions as part of the curriculum. Upper elementary and junior high students increase their understanding in active participation in community problem solving in the inner city as a realistic means of learning more about oneself, the community and its government. The teaching process emphasizes the community as a source book in sociology and psychology to increase psycho-social development, reflective inquiry, and use of interdisciplinary content in writing units. Activities in four different formats (micro-explanatory step-by-step, reflective inquiry and narrative summary) are outlined. General procedures and activities are suggested for both in and out of school. Topics of the units include the following: interviewing friends; shopping centers; TV news and weather reports; analysis of black radio stations; and juvenile crime. A list of predicted program outcomes and concepts in sociology, psychology, problem solving, economics, community and government conclude the guide.
(Author/KSM)

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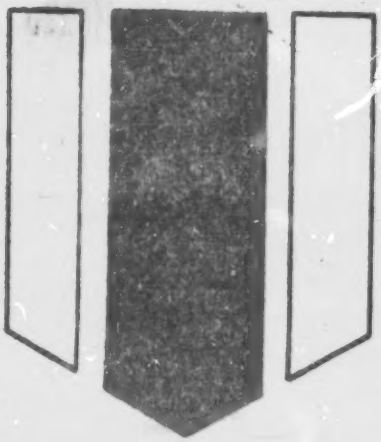
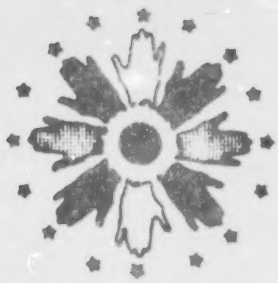
TEACHER CURRICULUM GUIDE

ISSUES





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WHAT IS ISSUES?

Q. *What <u>is</u> ISSUES?*

A. Innovative Social Studies: Urban Elementary Schools, known as ISSUES, is probably the only social studies program in the United States where the profound social problems of our times are being actively pursued in daily student involvement with solutions as part of the curriculum. Started in Kansas City, Missouri in April 1971, ISSUES has been operated by Mid-continent Regional Educational Laboratory, for three semesters and a summer utilizing Model Cities funding. The program has involved over 1000 students in 38 classrooms stressing active participation in community problem-solving in the inner city as a realistic means of learning more about oneself, the community and its government.

Q. *What is your target population?*

A. Upper elementary and junior high students.

Q. *Why emphasize the community at that level when many grade schools already have a community study program in the primary grades?*

A. It is the contention of the ISSUES staff that the primary grades are an inadequate arena for teaching the young child the vital and very extensive concerns of his immediate community because of his age, his insufficient understanding of the many and subtle forces involved and his inability to participate meaningfully at that time.

Q. *What exactly do ISSUES students learn?*

A. ISSUES students increase their understanding and capacity to change (a) self, (b) others and (c) the social realities of school, home, neighborhood and city. They study hard to distinguish the difference between what is worthy of conserving and what needs improvement. The teaching process emphasizes the community as a source book in sociology and psychology. As a side effect, teachers have found their students more willing to read background material, such as articles on the origins of democracy, while using their hometown for lab work.

The long-range direction is toward adults who learn by observation, work in inquiring teams, think creatively and independently, develop judgment and decision-making ability and who can conceive of more satisfactory alternatives to social problems than passive acceptance or violence--in short, adults who actively practice democratic citizenship.

Q. *Isn't this an awful burden to place on teachers?*

A. The teachers find several learning bonuses in ISSUES: increased understanding of the psycho-social development of pupils, understanding of reflective inquiry and related teaching skills, understanding in the use of interdisciplinary content in writing units. As this learning progresses, there will be:

- More pupil-teacher and pupil-pupil interaction and less teacher monologue.
- More complex student questions.
- Increased concern with past experiences.
- More detection of inconsistencies.
- Greater insight and understanding.
- More tolerance of ambiguity, uncertainty, petty annoyance and change.
- Increased scores on such tests as the ITBS.
- Increased attendance.
- Less delinquency.

Q. *What sort of study and activities produce these results?*

A. Active investigations in problems that concern the students about their community and their lives and which are selected mainly by the students.

Q. *How do you get inner-city students interested in their community in the first place?*

A. As one seventh-grade boy explains, "The teacher let us choose whether to work on the Civil War or Community Problem Solving. Everybody in the class chose Community Problem Solving, so we began to suggest real problems that were around where we live. Some of them were drugs, vacant or abandoned buildings, pollution, traffic problems and no parks."

Q. *Are the children really that concerned about these things?*

A. Yes. Adults seem to underrate the desire for community study and service in children. Each child chooses his area of concern and becomes a team member to explore that problem and probe for solutions. Several past groups were so pleased with their spring accomplishments that they asked to have a social studies program during summer school. Three groups continued work into the summer.

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Q. *What sort of activities generate such enthusiasm?*

A. Surveys of:

- Kinds of jobs adults have.
- Where families come from.
- Number of people occupying dwelling units.
- Auto traffic past selected locations.
- Abandoned autos.
- Family budgets.
- Neighborhood street lighting.
- Shopping patterns.
- Abandoned houses.
- Neglected vacant lots.
- Dilapidated houses.
- Voting patterns.
- Political information adults have.
- Tabulation of street accidents.
- Comparison of loan costs.
- Reading material in homes.
- Costs of government services.
- Pupil suggestions for neighborhood change.

Interviews of:

- Minority group members.
- Longtime residents.
- Local wage earners.
- Small business owners and managers.
- Athletes.
- High school graduates and dropouts.
- Local and federal government officials.
- Museum directors.
- Zoo director and attendants.
- Neighborhood groups and gang leaders.

Production activities:

- Produce sound and slide documentaries.
- Secure playground equipment.
- Provide tables, desks, bookcases and lamps for home study.
- Accelerate completion of delayed neighborhood park.
- Increase safety at dangerous intersections.
- Clean-up, fix-up and paint-up campaigns.
- Plan needed improvement in bus system.
- Voter registration drive.

In-school activities:

- Tutoring.
- Parties.
- Hall traffic.
- Resource help.
- School decorations.
- Choosing and ordering audiovisual material.
- Operating audiovisual equipment.
- Order and depth of certain studies.
- Playground safety.
- Cross-age help teams.
- Lunch room procedure.
- Parents' events and help.
- School council.

Q. *Granted the physical environment looks better, but how do children learn "about themselves" picking up trash?*

A. A member of the clean-up group said, "My group filled 300 bags with trash with the help of many people and our school. I learned that I was not as independent as I thought I was. Getting so much accomplished is not all that easy; we need help from others."

A thirteen-year old wrote: "I felt a sense of accomplishment as a citizen working with the group on vacant buildings and drug abuse."

Another child said, "I found out I could talk to city officials."

Q. *Is there evidence that the ISSUES program develops more constructive junior citizens?*

A. In one school the typical delinquency pattern included 1/3 of the seventh grade boys in one or more delinquent acts and 1/2 of the eighth grade boys. During the first seven months of the school year prior to the introduction of ISSUES, eight of 25 seventh graders accumulated the following record:

- 6 shoplifting or minor thefts.
- 1 running away from home.
- 3 general destruction of property.
- 8 fighting--gang or between races.

At the end of seven months of the first year of ISSUES, there were no delinquent acts reported although the school record suggests that half the eighth graders should have been delinquent.

Q. *That's pretty impressive, but you're substituting some radically unschool activities. How many days in a semester should be spend counting cars and bothering the city council to get children involved in "real life issues"?*

A. One-half the social studies time should be spend beyond school walls and much of what is inside will be preparation for outside work. ISSUES takes the children out of the 2 x 4 pen of four walls and a textbook into real life investigation of real life problems.

Q. *Isn't the learning going to be sort of "hit-and-miss" with this sort of arrangement? There are lots of facts the students will never know.*

A. No matter how many "facts" students acquire, they will largely become obsolete in a few years. As adults, their facts will be useless, but their general knowledge about how government works and how to bring about change will give them a useful tool for democratic life instead of the hopelessness of waiting for change and the violence that often arises out of hopelessness.

This social studies program is not haphazard. Children are taught to use systematic careful inquiry in:

1. Problem raising and clarifying.
2. Preparing solutions to problems.
3. Trying and testing the solutions.

Q. *Don't you use any textbooks at all?*

A. Of course. We use textbooks as resource material, as an educated adult would if he wanted to learn more about some facet of his life. We do not use textbooks as a method of teaching.

Q. *What goals should an ISSUES teacher keep in mind while encouraging the children in learning about their own interests?*

A. Each activity of the program should be selected to help students:

1. Understand themselves (self-concepts, identity).
2. Understand others (peers, other-age children, adults including teachers).
3. Understand and influence social realities (local bureaucracies, politics, power).

Q. *Do ISSUES goals permit students to sit in their classrooms and hear outside speakers such as the fire chief or a police officer or is this too passive an approach?*

A. ISSUES chooses an activist approach. Listening to a police officer talk about his education, his duties or how he cleans his gun may have some relevance if the subject is careers. Generally it would be more to the point to have them meet with him on the matter of their concern. Then they will take a more interested view of how he works, what hinders him or prods him into action. Two-way communication using interviews and questionnaires is better than passively listening to lectures.

This can work in a very positive way. One class who invited the mayor to meet with them concerning one of their problems thought they were getting a brush-off when he didn't show up and sent a lower officer in his place. Later they read in the newspaper what the mayor had been doing that day. They decided to give him another chance. This time he came and they worked out a possible solution to their problem.

Q. *What can a teacher do to help minority children take pride in themselves, their neighbors and their race?*

A. A staff member of the ISSUES program, compiled a pamphlet of "Contemporary Black History Makers in Kansas City." Not attempting to list everyone of consequence, he located representatives of over two dozen professions including judge, editor, psychiatrist, junior college president, major league baseball player and bank founder. He listed pages of blacks owning businesses, the 13 blacks in Congress and the one running for president. He designed student projects to interview some of these people about their problems and achievements. The same sort of thing can, of course, be done with any minority group.

Q. *Do you just ignore geography?*

A. No. It begins locally, however, and the focus remains there, until real understanding has been achieved.

Q. *How does the public respond to ISSUES?*

A. The program has attracted considerable publicity, all favorable. The publicity has been concerned chiefly with community action problems which elementary children have selected and brought to the attention of neighborhood leaders, city officials and the press.

Q. *Where do you get the information and problems for this teaching?*

A. Excellent sources of information and problems are local people, community processes and structure and interschool activities. City government is an invaluable source. In working out a problem which involves the city, children learn from the officials they encounter and the steps they must take, how a city is run, problems within its jurisdiction, how finances are allocated, and sources of its income. Field trips to city hall are a natural outgrowth. City planners show plans for future change. Pupils see how laws are made and funds allocated. They learn about budgets and priorities. They see how fire protection may eat into funds they might prefer for something else. They learn to read and make maps, hear a policeman talk on traffic control. Tabulating traffic, children will learn of trucks and cars from distant places, how taxes can create problems too big and expensive for even a state, requiring the assistance of a federal agency.

Children can compare businesses and their success in the local community, variations in prices and why. They can study ecology and pollution from local data, consider recycling paper, reuses for water and encourage the use of nonpolluting detergents and insecticides in their homes. Major industries and professions can contribute ideas for job opportunities. Inner city minority pupils can study the progress of their own groups in business and professional experience.

Q. *What training must a teacher have to participate in the ISSUES program?*

A. Teachers attend workshops in which work is directed toward giving teachers confidence in a more open classroom climate, understanding and use of individual and group reflective inquiry approach and help in understanding human relations.

Q. *What services does the ISSUES staff provide?*

A. They help develop and implement a social studies curriculum based on the social realities concept and coordinate the activities of selected school faculties toward this goal. Specifically there is continuous in-school interaction between school and staff members plus the workshop meetings with the following objectives:

1. Activist-reflective Social Studies Activities: Teachers and staff together plan activities, make preparations and determine means of evaluation. Teachers assisted by consultants plan and write descriptions of accomplished or proposed activities, help each other and cooperate with parents in planning educational activities.

2. Democracy: Staff members aid teachers in promoting a desirable classroom climate--democratic, optimistic, warm and personal--expressing various modes of teaching and competing psychological positions about learning and human relations.

3. Reflective Inquiry: The staff continuously directs teachers toward a greater understanding of reflective inquiry skills, including problem raising, hypothesis generating, hypothesis testing and decision making, enhancing creativity, using logic and thinking about the process of thinking.

4. Social Realities: Teachers and pupils inquire into:

   - Life in the city--jobs, culture, recreation, poverty, crime, tension, drug abuse.
   - City ecology--housing, transporation, impure air and water, trash.
   - City government--cost, kinds, functions and organization.
   - Other organizations--public and private.
   - Government processes--decision making, accountability, selection of agents.
   - Citizen participation--enlisting community parents and other residents, neighborhood leaders and agencies, city officials.

Q. *Why is a program like ISSUES needed?*

A. The NCSS Task Force on Curriculum Guidelines in their report published in Social Education, December 1971, Vol. 35, No. 8, urges "the profession to come to grips more directly with the problems at hand" because our young people today "may be the last generation to avoid destruction of democratic ideals and perhaps civilization itself."

Then they warn, "But without action, neither knowledge nor rational processes are of much consequence....Programs ought to develop young adults who will say, 'I know what's going on, I'm part of it, and I'm going to do something about it.'....Extensive involvement by students of all ages in the activities of their community is essential."

In "Social Issues, Social Action and the Social Studies" from The Elementary School Journal, February 1972, Anna Ochoa and Gary Manson write, "We argue that...resolving social issues through social action is basic to social studies education (and) the action of rational social actors is the purpose of social education."

In concluding, the NCSS authors provide a checklist with which to evaluate your own social studies program. For four semesters, the ISSUES program has met the following specific guidelines from that checklist:

- Involves students in the selection of goals and activities.
- Requires steady teacher efforts to identify areas of concern for students.
- Fosters student choices within programs.
- Focuses on the social world as it actually is.
- Emphasizes pervasive and enduring social issues.
- Analyses and works toward potential resolution of present and controversial problems such as racism and war.
- Stresses intensive and recurrent study of cultural, racial, religious and ethnic groups.
- Affords opportunities to meet and work with members of other racial and ethnic groups.
- Based on realities of immediate social community.
- Includes participation in and out of school.
- Develops proficiency in methods of inquiry and techniques for processing social data.
- Draws from related fields of psychology and law.
- Represents a balance between the immediate social environment of the students and the larger social world.
- Includes knowledge, abilities, valuing and social participation in the objectives of the program.
- Translates general goals into objectives of behavior and content.
- Includes wide and rich range of appropriate learning activities.
- Includes formulation and testing of hypotheses by gathering and analysing data.
- Includes decision making about socio-civic affairs.
- Involves students in their communities.
- Perceives teachers as fellow inquirers.
- Creates climate of self respect and opportunity for all students.
- Has wealth of appropriate instructional resources.
- Provides variety of media for learning through many senses.
- Draws upon contributions of many kinds of resource persons and organizations of many viewpoints.
- Uses school and community as a learning laboratory.
- Has available many kinds of work space.
- Helps students organize their experiences.

- Provides learning experiences that help students continue to learn.
- Enables students to relate their experiences in social studies to other areas of experience.
- Includes in knowledge, ability, valuing and participation in assessment.
- Uses and adapts students' own promising innovations.
- Relates as clearly to needs of immediate community as to society at large.
- Fosters participation by teachers in regular activities that enhance their competence in social studies.
- Has social studies consultant available for help.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: Beautiful and Ugly Things in my Neighborhood

Procedure:

Call a classroom meeting (Glasser type if you choose) to plan this activity. You can use the entire class or divide into groups. Let students write about the things they consider beautiful and the things they consider ugly in their neighborhood.

After discussing these things in class, you can either plan a trip in the neighborhood to identify the Beautiful and Ugly things in the neighborhood or give groups of children cameras to take home after school and take pictures of those things.

Ask each student or group to write a description of their findings.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: Interviewing Friends

Procedure:

I. Call a classroom meeting and bring up the subject of interviewing friends. Decide what to find out.
   a. What is my friend "good in" in school?
   b. What schoolwork problems does he have?
   c. What can we do about them?
   d. What or who does he admire?
   e. Anything that the students decide should be asked in an interview.

II. Use tape and/or cameras during the interview.

III. Use as much time as necessary for the activity.

IV. Have students write a description of what occured.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: The Variety of Children in My School

Procedure:

I. Call a classroom meeting (Glasser type if you choose) for the prupose of planning interviews and picture taking involving children from different classes and activities within the grade levels at your school. It is possible that you will want smaller groups to work out exact detail.

II. Possible Variations

a. What are Kindergartens like?
b. What are 1st graders like?
c. What are 7th graders like?
d. What are other students on the same grade level as I am like?
e. What are women teachers like?
f. What are men teachers like?

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: Walking Trips Around School

Procedure:

I. Teacher calls a classroom meeting (Classer style if you choose) for the purpose of planning a trip around the school area. The class may also determine whether they want to make maps, count the number of houses, determine land use in each block, etc. Small group refinement.

II. After groups make the necessary decisions on what to look for, the teacher will give a student or groups of students a camera and/or tape recorder for interviews, questionnaires, and other purposes.

III. After the activities have been carried out, the teacher may again call a classroom meeting to discuss what was observed on the trip for further refinement of activity.

IV. Get pictures processed.

V. Make booklets with the pictures. Attach a caption and an adequate written description according to grade level.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: My Friends and Me

Procedure:

I. Decide in a group (Glasser style classroom meeting) what to find out and tell about my friends and me. Make a list for the benefit of each student.

II. Plan a series of questions for interviewing one another with the use of a tape-recorder.

III. Take pictures of each student in the classroom.

IV. Process film.

V. Upon getting the film back, have each student write a sizable description of "My Friend" or "Me."

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: Shopping Centers

Procedure:

I. Call a class meeting (Glasser style) and plan a field trip to shopping centers in the Metro area. Suggestions: Blue Ridge, Metcalf, Indian Springs, Ward Parkway, Landing, Plaza, Waldo, Brookside, etc.

II. Divide the class into groups to determine what activities they will do and what to look for. Example: (1) Interview customers in shoppping centers to find out their views on service, prices, convience of location, etc.

III. Take cameras for children to use. Take pencil and paper to record items of interest for group discussion later.

IV. Things for discovery.
   a. The meaning of a shoppirg center as compared to a shopping area or district.
   b. What businesses other than stores are found in shopping centers.
   c. What a concourse is.
   d. What businesses were located in one shopping center and not in another. Children will make inferences as to reasons.
   e. What types of businesses were common in all shopping centers, if any.
   f. What some special attractions of each were, ie., fountains, stands, displays and other items of interest.
   g. What the location of these centers were from downtown and surburbs.
   h. What parking accomodations were provided. If any were free, why.
   i. What shopping center would each child prefer to visit with his parents.
   j. What groups of people were seen in great numbers and why.
   k. What are advantages to customers and businesses of a shopping center.

V. Upon returning plan discussion groups.

VI. Write description.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: Kansas City Beautiful and Otherwise
(Aseries of bus trips around Kansas City)

Procedure:

I. Decide in a class meeting (Glasser style) a series of trips around Kansas City and the metropolitan area (see special tours for groups, your own ideas, etc.), You can divide the class into smaller groups for specific assignments on what to look for or do.

II. Take X-15 cameras or movie camera and take pictures of different parks, residential areas, shopping areas, schools, streets or boulevards, college campuses, hospitals, industrial areas, or any other places that you might choose to visit.

III. Upon returning from a trip, hold a classroom meeting for discussion.

a. Process films.

IV. Write sizable descriptions, and captions for pictures taken.

V. Make booklets.

Innovative Social Studies: Urban Elementary Schools
(ISSUES)

Suggested Unit: Micro-Exploratory Format: TV News and Weather Reports

Recommended Grades: 5th, 6th, and 7th Grades

Purpose: To give news more reality, focus attention on children, to organize news into understandable sections, to summarize and pick out important subjects, to deal with social realities through the use of A-V materials.

Description: Teacher and class discuss the idea of having a daily news report patterned after one of the TV Stations. If the idea is well received by the class, then,(1) call and make arrangement for the use of a video-tape machine for the purpose of learning how to operate the projector (2) select students for national, state, and local news for each day; select weatherman, sports, and good news etc.; (3) select students for commercials to be used during breaks. Commercials could be about books, use of resource center or food in cafeteria etc.

Inform students selected each day that they are responsible for getting their own news stories and script for TV with the assistance of the teacher. News reports may be any length of time they choose.

Suggestions for disseminating news:

1. Schedule news broadcasting in cafeteria during lunch hour.
2. Arrange time for different classes to see the newscast.
3. Invite parents to see news presented by students.
4. Present at staff meeting.

JLR:pd

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested Unit: Daily Step-by-step Format

An ISSUES social studies unit on the INVESTIGATION OF COMMUNITY DYNAMICS (comparison of sub-cultures in Kansas City).

Duration: One week, average of 50 minutes per day.

Monday

Step 1: 20 minutes
Discussion of types of neighborhoods in Kansas City as to traffic, sights and sounds, interests, hobbies and jobs of residents, services of city, park, industry, shopping, etc.

Step 2: 30 minutes
Divide city map into areas and divide class into groups to visit areas, interview residents (adults and pupils).

Tuesday 150 minutes

Visit areas, pupils take notes, interview residents, take pictures.

Friday 50 minutes

Groups compare notes, pictures, interviews and plan a descriptive booklet on each sub-culture or area visited.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)

Suggested Unit: Daily Step-by-step Format

An ISSUES unit on ADULT MODELS REPRESENTING VARIOUS LIFE STYLES AND COMPETING VALUE SYSTEMS.

Duration: One week, average of 50 minutes per day.

Monday

Step 1: 30 minutes
Discussion of different life styles - preachers, book makers, businessmen, manual laborers, "involved" persons, "selfish" persons, etc.

Step 2: 20 minutes
Pupils write who they want to hear and talk to, what to ask and find out.

Tuesday

Step 1: 50 minutes
Resource people visit class to talk, answer questions and discuss; Pupils take notes and sound tape.

Wednesday

Step 1: 50 minutes
Same as Tuesday

Thursday

Step 1: 50 minutes
Pupils divide into teams, listen to tapes, discuss, compare notes and organize written or taped summary.

Friday

Step 1: 50 minutes
Pupils compare notes by groups, discuss strengths and weaknesses of various positions, relate which model they admire and why.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested Unit: Daily Step-by-step Format

An ISSUES unit on POLITICAL REALITIES.

Duration: One week, average of 50 minutes per day.

Monday

Step 1: 20 minutes
Discussion of who can vote, ages, state and national requirements, for residence and citizenship.

Step 2: 30 minutes

a. Discussion on registration. What it is, why it is needed, when is it done, where is it done.

b. Have each student fill out a duplicated example of a registration form.

Tuesday

Step 1: 30 minutes

a. Discussion of ward maps of city and what they are for.

b. Discussion of precinct maps of the local ward and what the precinct maps are for.

Step 2: 20 minutes
Locate the students' homes on the ward and precinct maps, tell which precinct each student lives in, and tell the address of the local precinct polling place.

Wednesday

Step 1: 50 minutes
Look at voter registration lists for the local precincts. Have students check to see if their own parents are on the lists, and check to see if their neighbors are on the lists. Make a list of addresses in their block that do not show on the lists. For homework: Ask neighbors who are not on lists why they are not registered? (Moved from one ward to another, from a new state, too young, not interested in voting, don't know where or how to register, too much trouble, don't have time).

Thursday

Step 1: 50 minutes
Field trip to local Board of Elections and Registrations and have official there explain voting process.

Friday

Step 1: 50 minutes
Hold mock registration and election in class with registration officials checking addresses, ages, residency, etc., for registration, and with polling officers checking registration books and directing voting on the election (any sort of election, regular, special, constitutional, bond, levy, etc.).

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)
Suggested Unit: Daily Step-by-step Format

An ISSUES social studies unit on INTEGRATING ANOTHER SUBJECT MATTER AREA INTO THE SOCIAL STUDIES PROGRAM. (Math)

Duration: PERIODS OF APPROXIMATELY 50 MINUTES EACH. (Some periods will be doubled, taking the Social Studies time from two days)

Monday (Two periods in one day, 100 minutes)

Step 1: 15 minutes
Teacher explains to students that she and students are going to become actively involved in the community to study math. They are going to compare the active use of math in real situations with the passive study of math in the classroom. Teacher is to emphasize that the activities will be very different and that using math in the field poses many problems that are not encountered in the usual classroom. Teacher passes out ordinary yardstick to each student (several of which will be immediately broken).

Step 2: 30 minutes
Students and teacher go out of building to a block preselected by the teacher. The block should be near the school and have at least one single-floor, vacant house, with some broken windows and other damage.

a. Students step off block from curb to curb, north to south. They gather from each other the number of paces each person made and record these on a list of names in a notebook, the number in a column after the name. Students should note that the figures show considerable variation. Some of the figures will vary greatly from the mode range, and these should be discussed, with the idea in mind that the pacing should be redone. Corrections then made.

b. Students measure their length of pace, deciding how to do that (toe to toe, heel to heel, heel to toe, toe to heel) Decide what measure should be.

c. Multiply own pace length with number of paces to get length of block in yards (pace will be a mixed fraction). Each student will gather this data from each other student and enter it in his notebook in another column across from the other students' names. Again, there will be a great deal of variation. Students will note this.

Step 3: 30 minutes
Students will take their yardsticks and physically measure the block with the yardstick, curb to curb, north to south. Again, each student will record the data from each other student in a column across from the proper name. There will be quite a lot of variation even with this measure, but the students should recognize that the variations are not as great. Some students will lose count and need to remeasure.

Step 4: 30 minutes
Students will pace off a side of the block vertical to the one they have been working on. Record this data on another sheet of paper. Multiply length of pace by number of pace and record this data. Measure with the yardstick from curb to curb, east to west. Students should not have made great errors in measurement this time, and the one's who have should recognize their large deviations and be ready to remeasure.

Step 4: 15 minutes
Return to the school. Short discussion on fact that vertical sides of block are not the same length. Turn in yardsticks.

Wednesday

Step 1: 20 minutes
Discussion of measurements made on block previous day. Why so many deviations? What is the true length of the block in both directions? Not at all like the clear and precise problems in a textbook.

Step 2: 20 minutes
Give out yardsticks. Measure length and breadth of classroom. Record this data for each student's measures in another sheet in notebook. Much variation.

Step 3: 20 minutes
Discussion of measurement, noting that there are many variations in classroom measurement as well as the variations found in measuring block day before. Pick up yardsticks.

Friday (Two periods in one day)

Step 1: 60 minutes
Out of school to pre-selected block with vacant house. Purpose is to measure windows, count number of broken windows, and figure out

what it would cost to replace glass all over house. Record size and number of broken windows on each side of house. Students compare measurements and try to get them to come out the same by re-measuring. Return to school.

Step 2: 30 minutes.
Teacher gives out price of glass, and students figure out cost per window and total cost to replace glass in house. Figures vary greatly.

Step 3: 30 minutes

a. Discussion of variation of figures and how to come to a consensus on what it would cost to replace windows.

b. Emphatic notice of difference between easy, abstract, exactness of textbook and difficult, realistic, variability of field work.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)

Suggested Unit: Daily Step-by-step Format

An ISSUES social studies unit on the investigation of SELF.

Duration: One week, average of 50 minutes per day.

Monday

Step 1: 15 minutes
Teacher and student discussion on how to go about discovering one's self. Since the students will have no background whatever in this sort of investigation, the teacher must take the lead in making suggestions. The purpose of this introductory unit is to give the teacher and students some definite steps to follow in learning how to get to know one's self. Therefore, the teacher will outline the following steps, and she and her students will briefly talk about each one.

Step 2: 20 minutes
Students write a short biography. The biography should include name, age, birthday, place of birth, names of father and mother (names of relative or guardians also if the student is not living with his parents), names of relatives, places lived, and places visited. The biography should also include student's reaction to as many of the items mentioned as he is willing to give. He should be encouraged to write affectively as well as cognitively about his family and the people close to him. The pages required for each student to do this writing will vary greatly from student to student, and the teacher should realize that the length and depth of the biography will tell a lot about the student. Student and teacher will talk about the significance of these as part of the culmination of the unit.

Step 3: 15 minutes
Students take pictures of each other. For his biography, each student should have several color prints of himself of several different poses--6 poses. Each student will pose himself and have another student take pictures of him. The poses chosen by the student are important, and as part of the culmination of the unit, the teacher and student should discuss the significance of the poses; all the children should be included in the discussion of one another.

Tuesday

Step 1: 30 minutes
The students divide into random groups of 5, group members can be drawn from names in a box; the random groups give a semblance of objectivity to the rest of the step. Each student in the group writes about each other member, and each student reads these assessments of himself and keeps them together with his own biography.

Step 2: 30 minutes
Each student writes about where he thinks he stands in relation to his own classmates; his estimate of himself in terms of academic achievement, of sports, of physical prowess, of physical beauty, of friendliness, of wealth, of social position; and of how he thinks he stands in the eyes of the teacher.

Wednesday

Step 1: 15 minutes
Short discussion of the neighborhood and how the students got into it (born there, moved there, or temporarily housed there).

Step 2: 30 minutes
Students write about their neighborhood, including where they lived before, if they are temporary residents, who their neighbors are, how they like the neighborhood, how they like their neighbors, how they think their neighbors like them, some problems of the neighborhood, would they like to stay or leave the neighborhood, why would they like to stay or if want to leave why, where would they live if they could live anywhere, who would they like for neighbors if they could have anyone.

Step 3: 15 minutes
Short discussion on whether the concensus is favorable or unfavorable to living in the neighborhood.

Thursday

Step 1: 60 minutes
Students interview students from other grade levels in the school. These other students are brought in from the other grade levels for approximately 15 minutes at a time. Four students from four different grade levels other than the level working in the unit.

Friday

Step 1: 60 minutes
Students show off materials gathered and generally discuss what they have and what they have found out about themselves as a culminating

activity, including biography, pictures (which should be back by this time), classmates, neighbors, other class levels. (Teacher can collect material, laminate it, and bring it back later to have students bind into a book about himself).

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)30
Suggested Unit: Step-By-Step Format

VOTER REGISTRATION DRIVE

Objectives (Long Range)

(1) Given materials to advertise registration date and place, pupils will encourage people to register.

(2) Given time to hold a class meeting to hear reports from small groups, pupils will become aware that they are taking part in and are a part of the community.

(3) Given time to express himself through informal discussion or question and answer period, pupils will realize that they may be the cause of people registering.

Immediate Objectives (After school April 10, 1972)

(1) Given maps of the C. A. Franklin School area, teachers in grades 4-7 decided what blocks they would take to canvass the area for persons who had not registered.

(1) 50 minute

(2) Teacher-Pupil Planning

(a) Using informal discussion, pupil will understand the purpose of this activity.

(b) Pupils divide themselves into eight groups of fours, choosing a leader from the groups.

(c) Using block maps previously made, divide the total number of addresses within our given area among the eight groups. (Each group member should have this information.)

(2) 50 minute

(3) Given a certain number of addresses and a voters' registration list, each pupil will make a list of persons and addresses who have not registered and a list of those who have registered. (This will be done in their small groups.)

(3) 50 minute

(4) Using the lists made, pupils will compare them with each other within the group and the group will check with the teacher for accuracy.

(5) Using the list of non-registered addresses, groups I and II will go out door knocking and asking persons if they would register.

(6) Given colored paper and markers, groups III through VIII made bills to be placed at each address.

(4) 50 minute

(7) In a class meeting, pupils reported their findings and discussed the results.

(8) Given more colored paper and markers, each individual made bills to pass out.

(5) 50 minute

(9) Using addressees previously given, the next three groups go out into the neighborhood properly supervised.

(10) Using the 8 mm Camera, a fifth grade pupil acted as cameraman on these tours.

(11) Using information obtained, the remaining groups compared information.

(12) Given questionnaires, prepared by teachers at the first planning session, pupils took them home and asked their neighbors to fill them out, returning them the next morning.

(6) 50 minute

(13) In a Class Meeting, pupils discussed results and talked about what they could do to get people to register or at least put the thought in their mind.

(14) Using ideas from students, slogans were made up to be printed on posters for a march to fire station number 22.

(7 & 8) 50 minute

(15) Using cardboard from boxes, colored paper, letters, and glue, pupils made posters to carry as they walked from the school to the fire station.

(9) 50 minute

(16) Recalling the location of the fire station, the class decided the route to take in arriving at our destination.

(17) Brief review of our long range objectives were gone over.

(18) Using posters and cameras, we marched from C. A. Franklin School to fire station number 22 with Mrs. Ben Olstrum going along as our guest.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested Unit: Step-by-step Format

MULTI-MEDIA PRODUCTION

Preparatory Suggestions For Visual-Sound Presentation

Cameras come equipped with very simple instructions for use. Slides should be taken of areas of interest to students. After slides have been developed, students should view their work and place them in usable categories. This type of project may be done on a small scale if desired.

Development of Group Cooperation - Committees should be chosen from within larger groups or the class to cover all phases of this type of project:

Music	Sound Taping
Program	Picture Taking
Message	etc.

The students should be divided into sections (usually on the basis of interest/ability) for the purpose of slide sorting. Many large and small group discussions will be needed to decide on music, narration, sound effects, etc.

Correlation of English and Social Studies - Narration is a real challenge. Each student writes his or her ideas. Groups are chosen to read all written materials. From the working groups, and with the use of the overhead projector, the best ideas from each group are chosen. The good ideas from each are combined into one narration. All students are really to become involved in the actual writing of the narration.

Methods Used In Creating A Multi-Media Production

A great amount of work should be tried and worked out before attempting a multi-media production. Correlations of language, art, science, math, and social studies all become an integral part of the whole project. If the production is to be done on a community basis, evaluate the neighborhood on such topics as housing, stores, industries, public buildings (types and discriptions), open areas, and transportation (kinds and cost). Consider these types of questions: What are the problems and advantages of the neighborhood? Where can aid be obtained to solve these problems? What are the neighborhood organizations and what are their functions?

Students should be guided to think of positive approaches in all the interpersonal relations involved in these projects.

Step I - Determine Message - Groups should introduct topics. Much written work should be done by students to express their feelings and ideas. This work should then be shared with the class.

Step II - Select Audio - Open class discussions should be held to select the narrator and necessary speakers. Students then select their choices by voting and listing reasons for their selections. The narrator should be a person with a strong voice and for this reason a student often will not be the best choice.

Step III - Prepare Script and Make Tape - Divide the production into three or more sequences which are then assigned to groups of students. Each group writes the narration for its own sequence.

Step IV - Printed Program - After research, the students select necessary quota-

tions. A design or symbol may be chosen. For example, the words "whatsoever you do to to the least of my brethren, you also do unto me," may circle a global map to signify the hope of a world free from prejudice. Lyrics for musical selections may be included, each with a famous corresponding quote. This inclusion enables adults to understand all the words of the music. The program is to be designed entirely by the students with teachers serving as one resource among many.

Step V - Assemble Slides - Groups of students are assigned to prepare one sequence. They work together in selecting what slides they believe suitable.

Step VI - Mark Script for Timing - Necessary changes of slides are made by the groups. After making selections, groups place the slides in carousels.

Step VII - Wrap-up - A final run-through of the multi-media production is made to check selection of slides and timing of slides with music and narration.

Recommended Equipment

1. Crucial

   Still Cameras

   Slide Projector

   Kodak Ektagraphic

   Tape Recorders

   Movie Projectors (16 mm or Super 8 and recorder)

2. Helpful

   Kodak Motion Adapter

   Kodak Dissolve Control

   Camelot Programmer

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)

Suggested Unit: Daily Step-by-step Format

An ISSUES unit on Analysis of Black Radio Stations.

Purpose:	Analysis of quantity and quality of types of broadcasted material - news, music, advertising, sloganeering, announcements, special features, etc. - in order to answer such questions as, "Does 'black radio' serve a consumer protection role for the black community?" and "Does 'black radio' serve an informational role concerning jobs, neighborhood activities, etc. for the black community?" If, after discussion, the class and teacher want to pursue this activity, they may proceed as follows:
Step 1.	Divide pupils into teams, each team taking one station to analyze.
Step 2.	Monitor stations, one different hour per day including evening, taking notes on material and time and covering the hours 7 a.m. - 10 p.m.
Step 3.	Organize, compare and summarize notes.
Step 4.	Prepare questions and/or questionnaire for use in Step 5.
Step. 5	Visit radio stations monitored, submit findings. Interview broadcasters, managers, etc. on basis of findings.
Step 6.	Make final summary of all data.
Step 7.	Decide what further steps, if any, to take.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested unit: Reflective Inquiry Steps Format

HOUSING IN HUMAN ECOLOGY

Procedures

1. Identification and definition - projected activities

A. Large group discussions

1. Of the neighborhood in terms of specific streets
2. Of the neighborhood in terms of local designations
   a. Neighborhood names for shopping centers, business streets, commercial areas, warehouse districts, manufacturing complexes, storage depots, etc.
   b. Neighborhood names for specific residential developments, apartment complexes, high-rise developments, areas set off by throughfares, areas with traditional local designations, etc.
3. Of the neighborhood in terms of its location
4. Of the neighborhood in terms of its sociological position in the city.
5. Of the neighborhood in terms of its economic position in the city.
6. Of the neighborhood in terms of its political power in city affairs.
   a. Councilmen elected from the area.
   b. County and state representatives elected from the area.
   c. Ward committeemen elected from the area.
   d. Political clubs and organizations operating in the area.
7. Of presently held concepts of the neighborhood in terms of geographic location, sociological position, economic status, political power base, etc.

B. Small group discussions.

1. Of subdivisions of neighborhood.
2. Of building units in the subdivisions.
   a. Houses
   b. Apartments
   c. Multiple developments
   d. Businesses
   e. Offices
   f. Hotels

3. Of vacant lots, undeveloped tracts, useless parcels, divisions between roads, parks, etc.

4. Of alleys, abandonded and little used streets, useful and dangerous short-cuts, etc.

5. Of buildings in terms of proximity to school.

C. Individual contributions

1. Of one's own home.

2. Of the immediate neighborhood of one's own home.

a. In residential area.

b. Apartment building.

c. Apartment in a business area.

d. In a large high-rise development.

3. Of the status of one's immediate neighborhood in terms of sociological, economic, political, etc., concepts.

4. Of the condition status of one's own home and that of the three or four immediate units.

a. Well kept

b. Deteriorated

c. Dangerous

II. What Information do we need? - <u>projected activities</u>

A. Formation of committees.

B. Committee work.

1. Survey of living units in the neighborhood.

a. Number of houses, apartment buildings, businesses, etc.

b. Number of vacant lots, useless parcels, alleys, paths, unused or blocked or dead-end streets.

c. Number of burned, abandonded, boarded-up, houses, apartments, etc.

2. Investigation of income and work of community residents.

a. Jobs

b. Welfare

c. Pensions

3. Contact city officials.

a. Health department

b. Housing authority

c. Streets and traffic department

4. Seek information from governmental and private agencies.

a. O.E.O.

b. United Fund.

c. Welfare Rights Organization.

5. Effec of inner city deterioration on nautral as well as cultural balance.

a. Are there birds

b. Are there small animals - squirrels, rabbits, etc.

c. Is the rat population growing

d. What kinds of insects do we see

e. What effect does open garbage have on the animals in the neighborhood

f. Are there any pets - cats, dogs, birds, hamsters, etc.

g. Do polluted sewers create a bad ordor in the neighborhood

h. Are the sidewalks and streets being undermined with uncontrolled water run-off

i. Is there grass for lawns

j. Are there trees and shrubs

k. Does the atmosphere make the eyes smart

l. What is in the scum of polluted puddles and ponds

m. Do children and animals cut their feet on glass and cans

n. What animals, plants, insects, etc., were here a while back, and have these been changed selectively or just disappeared

III. Analysis and Synthesis of Data - projected activities

A. Committee reports to large group

B. Discussion of findings

C. Tentative solutions (agreed upon by class)

IV. Implementation - projected activities

A. Gather all material and construct a rationale

B. Combine all possible forces (pupil, school staff, parents, residents, agency and city officials) and present case to commissioner, city council and mayor

C. Regroup forces and tasks

1. Obtain additional needed information, ideas, human resources

2. Small groups assign task
3. Regroup and reconstruct rationale
4. Repeat "B" above
5. Continue "C. 1-4" as needed

Note: Computer print-outs of owners of property in the various neighborhoods have been obtained, owners contacted, houses repaired, boarded up, removed, streets repaired, sewers cleaned, ponds cleaned, weeds cut, trash removed, etc.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested Unit: Reflective Inquiry Steps Format

RECREATION FACILITIES: PARKS

Procedures

I. Identity and define problem - projected activities

A. Large group discussion - teacher led initially.

1. Where do you play after school?
2. What games do you play?
3. What other activities do you engage in?
4. Are present facilities adequate?
5. How can we get adequate facilities?

B. Small group discussion - pupil organized and led

1. Continue discussion commenced in large group
2. Prepare other questions and record
3. Collect present information and record - "What do we know?" "What can we do?" "Who can help us?"
4. Decide on major individual interests

C. Individual activities

1. Concentrate on problems and possibilities of major interest - (casual interviews, observations and readings) - record

II. What information and assistance do we need? - projected activities.

A. Form committees on basis of special interest (2 - 6 members) - teacher led

B. Committee work

1. Survey of existing facilities and sites
2. Survey potential sites
3. Plan potential facilities
4. Contact park commission
5. Contact architect
6. Contact adult community leaders
7. Enlist aid of parents and other interested residents

8. Detailed analysis of existing parks by committees and individuals.
   a. surroundings (dangerous?)
   b. access (difficult?)
   c. plant life (weeds?)
   d. animal life (rats?)
   e. water condition (algae?) (any fishing?)
   f. air condition (smoke?)
   g. extent of use (abandoned?)
9. Collect and analyze people's activities which a recreation facility might change, omit or enhance
10. Enlist aid of experts - present findings and secure information on possible effects of present condition
    a. human ecology - psychologist
    b. sociological ecology - sociologist
    c. biological ecology - biologist
11. Make "mid-course corrections" of committee and individual work in light of 1 - 10.

III. Anaylsis and synthesis of data - projected activities - teacher organized, pupil implemented
   A. Committee reports to large group
   B. Dissemination to others
      1. school
      2. adults - parents and others
      3. agencies
      4. government officials, departments, commissions, etc.
   C. Tentative conclusions
      1. General agreements
      2. Minority reports

IV. Implementation
   A. Gather all material and construct a rationale
   B. Combine all possible forces (pupils, school staff, parents, residents, agency and city officials) and present case to park commissioner, city council and mayor

C. Regroup forces and tasks

1. Obtain additional needed information, ideas, human resources
2. Small groups assign task
3. Regroup and reconstruct rationale
4. Repeat "B" above
5. Continue "C. 1-4" as needed.

Note: Two vest pocket parks on the west side of Kansas City, have been cleaned, repaired and rejuvinated. Penn Valley park on the west side is being renovated - general clean-up, sidewalks and paths repaired and added, 3,000 seat amphitheater being constructed. A letter from Mr. Paul Rojas, west side community leader, affirms that these changes are a direct result of the ISSUES program.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS

(ISSUES)

Suggested Unit: Reflective Inquiry Steps Format

POLITICAL REALITIES

1. Identifying and Defining the problem.

NOTE: All discussions center on the underpinning political power structure of the city government. The discussions bring out the questions about how a man is selected to be a candidate for political office, where the power to elect him comes from, how these power bases come into being, where the money for waging a campaign comes from, why voters are swayed one way or the other, etc. In this particular unit, the students finally focus on the power of the black population in the city. They discover quickly that the blacks have very little power in terms of elected officials in comparison to the percentage of the black population.
The class problem, then, is identified and defined as being one of increasing the political power base of the black population in order to give the black population a stronger voice in the city government.

A. Class Discussions

1. Whole group discussion
   a. General discussion of how a candidate is selected
   b. Why would a person want to run for an elective office
   c. How much would it cost to wage a campaign
   d. What are "political bosses"
      Who are some
      Where do they operate
      What motivates them
   e. Do the elected representative actually represent "the people"

2. Small group discussions
   a. The individuals of the group talk about whether or not they would like to stand for an office
   b. What would each individual expect to get out of the office or accomplish by being in it
      Would he expect to get rich
      Would he expect to get a desired law passed

3. Teacher intervening discussion (with whole group)
   a. Isn't the underpinning political power in a democracy wholly in the hands of "the people"
   b. Is the idea of factional power politics really democratic
   c. Should each ethnic, class or other special interest group have a political power base of its own

B. Class Research

1. Published materials
   a. Books
   b. Pamphlets
   c. Newspapers
   d. Magazines

2. Film, filmstrips, slides, records, tape recordings

THE PROBLEM: Increasing the political power base of the black population

II. Proposing possible solutions to the problem

NOTE: The class discussion, resource persons, and field trips all add to the background of how political power is obtained and distributed. The students learn that there are political factions within the political parties as well as the political parties themselves, and they will discover that in the cases of non-partisan elections and one-party cities the political power is all distributed among competing factions. Many possible solutions to the problem of increasing the political power base of the black population will be proposed, such as aligning with established white political factions, contributing money to help elect favorably disposed political candidates, etc., but, inevitably, the fact of low voter registration and even lower voter turnout will come up, which will indicate that one solution might be increasing voter registration in the black community.

A. Class Discussions

1. Whole group
   a. Alignment with established political factions
   b. Infiltrating a faction

2. Small Groups
   a. Working for a candidate
   b. Collecting funds for a campaign
   c. Urging qualified adults to run for office

3. Teacher Intervention
   a. Is political cooperation among blacks and whites possible or desireable at this time
   b. What does the black community have to offer the established political factions in return for political favors
   c. What are the voting habits of the black community

B. Inviting resource persons for presentations and discussions

1. Elected officials
   a. Mayor
   b. City Councilmen
   c. Ward Committee Men and Women

2. Leaders and workers from political clubs

C. Field trips to the City Hall to visit the Mayor, City Manager, City Council meetings

D. Field trips to surrounding communities to visit elected officials

III. Examining and challenging proposed solutions

NOTE: The possibilities of aligning with various political factions will quickly be found to depend on the voting power available for delivery from the black community. Raising money for a political donation will be seen to depend on moneyed residents, of which there are few in the black community. After a general disposition of those solutions proposed, the examining and challenging will lead to one practical solution: An effort to increase the voter registration in the black community.

A. Class Discussions

1. Whole Group
   a. Can a "black" vote be delivered to an established faction
   b. Is there money in the black community that can be contributed to a political faction
   c. Are there adult candidates who are available to run for office
      Where will their backing come from
      What issues interest them
      Are they willing to do all the work that will be necessary
   d. What kind of active political work can students do for a candidate

2. Small Groups
   a. Are individuals acquainted with voters in their neighborhoods
   b. Who exactly are the voters in the neighborhoods
   c. Are the students knowledgeable about the numbers of neighborhood voters

3. Teacher Intervention
   a. Do persons who do not register or vote deserve to have a voice in their city government
   b. The black registration is low in comparison to other areas of the city. Why is this so
      Predjudice
      Ignorance
      Apathy

B. Resource persons

1. Opinions
2. Recommendations

C. Field trips to various organizations and into the neighborhood and the city

D. Ward and precinct study to determine location and extent of political factions

MOST PROBABLE SOLUTION: Increase voter registration in the black community

IV. Planning how to implement proposed solution

NOTE: The planning will involve a great deal of detail in locating areas for individual work, and it will involve the division of various types of work. All of the planning work can be done by the students with minimal direction by the teacher.

A. Field trips to the Board of Elections Commission offices

1. Maps
   a. Ward
   b. Precinct
   c. Other political subdivisions, such as school districts, City Council districts, etc.

2. Precinct list of registered voters

B. Resource persons

1. How registration takes place

2. How to approach residents

C. Field trips into the neighborhood to obtain names and addresses of unregistered voters, to find out when a good time would be to have special registration vans come into the neighborhood, and to find out when a good time would be to have cars and busses come into the neighborhood to transport residents to the registration agencies.

D. Class discussions to determine the division of work, the sequence of activities, and the adult help necessary.

V. Carrying out the planned proposal

A. Students contact adults to drive cars and busses to take residents to registration offices

B. Students contact residents to be registered when transportation is available

C. Students keep hourly and daily up-dated lists of residents registered to vote

D. Students follow progress of registration campaign by making graphs, tables, maps, etc.

VI. Analyzing and interpreting the results of the project

A. Number of new voters

B. Enthusiasm of residents in participation

C. Projection of voter turnout of new registrations

D. Projection of impact of new voters on future elections

E. Ideas about how the new voting strength can be organized to increase voice of blacks in city government.

F. Teacher intervention discussion

1. Should the blacks be organized into a block-vote

2. Who should tell the new black voting strength how to vote

3. What would the leaders of the new black voting strength hope to gain

4. Could the black voters make common cause with any other factions and possibly even further increase their strength

VII. Determining whether a solution has been found

A. Analyzing the results of a late election

1. Was a black man elected to an office

2. Was a black-oriented man elected to office

3. If the characters of the elected men could not be determined, was there a larger than normal voter turnout

4. Through a questionnaire, could it be determined whether or not the black voters thought the candidates had paid more attention to them

The determination of whether or not a solution has been found to the increasing of black political power in the city government will not be settled once and for all by one voter registration drive, and even evidence may be difficult to define.

VIII. Judging the extent of the success of the problem solving

A. An exact judgement may not be possible.

B. Interaction among the students and teacher can lead to affective and cognitive judgements as to the immediate and prognostic success of the problem solving.

One of the prime indicators of the success of the problem solving is that the problem solving process has uncovered other problems to be solved and motivated students to delve further into new and more complex problems.

IX. Applying knowledge gained to other situations

A. To related problems

B. To problems in other fields

Related problems in the political process are manifold, and the students will have no difficulties in using the skills and processes they had used in this unit. In other fields the skills and processes may not be quite so evident, but with competent teacher leadership, there should be no difficulty at all with learning transfer.

INNOVATIVE SOCIAL STUDIES:URBAN ELEMENTARY SCHOOLS

ISSUES

Suggested unit: Narrative Summary Format

PROJECT POP MACHINE

The young ISSUES participants at Wendell School were discussing "fairness" as it relates to human values. A majority of Jane Doe's sixth graders felt an unfair situation existed in their school. Namely, a pop machine located in the teachers' lunchroom could not be used by students. 'Why can't we have a pop machine?", they asked. We discussed the validity of their reasons, then asked our principal, to talk with us. The children communicated beautifully and she responded affirmatively. Now they are busy telephoning (thanks to the phone from ISSUES) vending companies to get the best price. The following questionnaire was developed by the class for use in gathering and recording information. After a group makes the phone call they return to the classroom to report their findings. Oral communication skills have been emphasized as well as finding information in the yellow pages. Motivation for PROJECT POP MACHINE has increased as the children experience more success with the project. In addition to PROJECT POP MACHINE, a student-originated change, our school has launched OPERATION STUDENT GOVERNMENT, a principal-originated change. The idea coordinated nicely with our discussions regarding fairness and the children are eager to get it working. Each of the 4th, 5th, and 6th grade rooms selected one representative to a planning committee. The committee decided there should be four major offices: president, vice president, secretary, and treasurer. They further decided that the office of president and vice-president should be filled by sixth graders, the office of secretary by a fifth grader, and that of treasurer by a fourth grader. Nominations were made by each classroom and primary elections held. Candidates will campaign for one week before final elections are held. Student government will be a reality by January 1972. What a way to begin the New Year!!!!

Name of Company _____ Address _____ Phone Number _____

1. Do you have pop machines? yes no
2. Do you have can pop machines? yes no
3. How many cans will it hold? _____
4. How much would it cost to have a machine put in our school? _____
5. Could we rent a machine? yes no
6. How much would it cost to rent? _____
7. How do we have the machine refilled? _____

INNOVATIVE SOCIAL STUDIES:URBAN ELEMENTARY SCHOOLS

ISSUES

Suggested unit; Narrative Summary Format

PARENTS TOUR OF THE NEIGHBORHOOD

On Saturday, December 11, 1971, at 9 o'clock in the morning I took fifteen parents and their children from my 5th grade class at Chester school on a "windshield tour" of the Chester School neighborhood.

The trip was the result of a classroom discussion concerning parent involvement. My 5th graders in area 104 think their parents should know what we are doing so they will be able to help us do our job. Each child urged his parents to take the bus ride through the neighborhood. To confirm the number who planned to ride the bus, I called all the parents on Thursday night and asked them if they could give their child one hour of their time. Most of the parents were interested and 15 attended. Some parents of course had to work and couldn't attend.

The parents reacted strongly as the bus slowly rolled through the streets, passing vacant lots and deteriorated buildings. Their voices reflected their emotions in statements such as, "Just look at that", "Look across the street", "Wayne is just terrible", referring to the condition of property which was ugly to the eye.

However, we saw some well-kept houses on the south side of 37th Street as well as the derelict buildings on the north side. Of the twenty-seven blocks we saw, those on Highland are in the worst condition.

When we came to the property standing at 1919 East 33rd Street, I mentioned a letter my class received from the owner, following our letter of inquiry concerning it.

said that she would call Mr. Alvin Brooks' office at City Hall and tell him that interested citizens in this area want the building torn down. Mrs. Jon Doe is the mother of Jenny Doe of area 104. She is concerned about the condition of her neighborhood and is active in community affairs. She said she would be happy to give some time to future projects such as this.

Mary Brown said that she was responsible for the boarding-up of the vacant house standing next door to hers. She, along with Martha Roe is in the process of obtaining funds through the rehabilitation department to purchase property suitable for dwelling. Mrs. Annie Shaw who is the teacher aide for pod five, accompanied us. Though she doesn't have a child in area 104, she has become interested in seeing a change in the neighborhood. She is ready to become actively involved. She has helped us walk around the blocks of the community with groups of children to secure information on buildings. She has contacted people by phone in search of information. Her suggestions and opinions have helped us move along.

Before leaving the bus parents were asked to fill out a questionnaire. The questionnaire seems to show that parents are really interested in their children and what they are doing. Perhaps they need to know how to become involved.

1. WAS THE WINDSHIELD TOUR INFORMATIVE? _____ yes
2. DID THE TOUR AFFECT YOUR ATTITUDE ABOUT THE NEIGHBORHOOD? _____ yes
3. ARE YOU PLEASED WITH WHAT YOU SAW? _____ no
4. ARE YOU WILLING TO BECOME MORE INVOLVED IN COMMUNITY ACTIVITIES? _____ yes
5. DO YOU KNOW HOW TO BECOME INVOLVED IN THESE ACTIVITIES? _____ no
6. WOULD YOU BE WILLING TO TAKE PART IN THIS TYPE OF SCHOOL ACTIVITIES? _____ yes
7. WOULD YOU PREFER YOUR CHILD TO BECOME ACTIVELY INVOLVED IN THIS TYPE ACTIVITY FOR HIS LEARNING EXPERIENCE IN SOCIAL STUDIES? _____ yes
8. I WOULD PREFER MY CHILD USING THE TEXT BOOK FOR HIS LEARNING EXPERIENCES IN SOCIAL STUDIES. _____ no
9. I FEEL FREE TO TALK TO MY CHILDS TEACHER. _____ yes
10. TEACHERS SHOULD NOT EXPLORE THE NEIGHBORHOOD IN WHICH THEY TEACH. _____ they should

INNOVATIVE SOCIAL STUDIES:URBAN ELEMENTARY SCHOOLS

ISSUES

Suggested unit; narrative Summary Format

INVESTIGATION OF SELF

Tuesday, February 8, 1972: The students arranged themselves in a circle (in a Glasser fashion). Each person introduced himself to the other students, telling something important about himself. A discussion followed. We discussed the tenseness felt by each person when he or she had to speak. Everyone agreed they felt apprehensive. We talked about sitting in a circle. This made it easier to communicate, but put each individual in a more difficult position.

Thursday, February 10, 1972: The students arranged themselves in a circle. We listened to the tape made on Tuesday. We noted some people would not introduce themselves and passed the recorder on or one student said, "I am so and so and there ain't nothing important about me."

We tried positive bombardment. Each person turned to the person on his right and gave that person a compliment. Some students again passed the recorder on to the next person without giving a compliment. We discussed giving and receiving positive remarks. Most people thought compliments were more difficult to give than receive, but some students didn't want to receive any compliments. These particular students didn't trust people and didn't believe the compliments were genuine. One student remarked how she "tested" her friends to see if they were really friends.

The students were asked if they had anything they wanted to talk about. One student said, "Yeah, I want to talk about how I hate school." A very hostile, aggressive discussion ensued. Most of the students were involved, even those outside of the circle who chose not to be a part of it, came over or listened in. Most remarks at first were very negative. They drew a great support from the group, hand-clapping--even controlled cheering. As the hostility continued, a few students began making positive remarks. They didn't think the teachers were "so bad."

Thursday, February 17, 1972: The students arranged themselves in a circle. We listened to the tape of last Thursday. We noted only one person received a compliment with a verbal response, "Oh, really, that's nice."

A discussion followed about black history. Should a week be set aside to honor blacks who have made great contributions, or should blacks and whites be honored together throughout the year? A very good discussion developed about black-white relations, prejudice, stereotyping, etc.

The peer interaction was the best we had experienced. Children talking to children, addressing themselves to the problems. They began talking in a more mature fashion, negotiating with each other. Most students agreed that you couldn't generalize and put all blacks or all whites together.

The discussion served only to touch the surface of the feelings of the children; we couldn't reach the stage of solving the problem.

Friday, February 18, 1972: The students arranged themselves in a circle. We had a discussion about what a speaker had said earlier that day in an assembly (Mr. Chester Anderson). There was not as much peer interaction, probably for a number of reasons: 1) the subject matter, 2) limited amount of time, 3) circle experience the day before had been exhilerating, but also very draining on most of us.

I feel the circle experiences have really pointed up to the students that they do have ideas, opinions, and feelings that are important. In class discussions where students are not in a circle, they have continued to talk to each other, not going through the teacher each time.

We have also passed out an inventory for the students to express feelings about themselves. One student refused to answer the questions.

The students are writing down how they feel about the circle experiences, if the circle has helped them or changed them in any way.

INNOVATIVE SOCIAL STUDIES:URBAN ELEMENTARY SCHOOLS

ISSUES

Suggested Unit:Narrative Summary Format

JUVENILE CRIME

This group began its study of juvenile crime with very few concrete facts, but with a great deal of interest in the topic.

Not knowing exactly where to begin, they discussed various approaches to the problem. One aspect that appealed to all seemed to be that of visiting various juvenile facilities.

Two of the children had parents connected with the care of juvenile offenders.

The group contacted Mrs. Ollie Shannon who works with the newly opened Juvenile Intensive Care Units. Mrs. Shannon arranged personally, and conducted a tour for the group. The group toured both the girls and boys building, met the Director, some of the staff people, and teachers.

Mrs. Shannon then explained the type of program, the point system and other components of the program.

Mr. Clifford Curtis, a legal aide lawyer who works in the juvenile court agreed to come out to discuss the area of Juvenile crime and answer questions posed by the group. The children had approximately a two hour discussion with Mr. Curtis. Parts of this discussion was taped.

Mrs. another parent who has a child in the group, arranged for the children to visit the juvenile Court building. Mrs. guided the tour for us. This trip occured before the Juvenile Court moved to its new facilities. The children met Mr. Lloyd Kemp who is in charge of the detention facility. He explained the function of the detention unit and how it fits into the total program for juveniles. We then toured the building and ended the tour by going to a courtroom and having a discussion with the Honorable Judge Costello. He gave us some descriptions of various cases he had heard that day. He also answered questions from the students. Judge Costello told the children as soon as the new facility was settled we would be able to return and hear some court cases.

One of the parents who knew Sister Peggy Driscoll, the director of Hilltop, said she would arrange a tour for us. The group visited Hilltop and after seeing the facility, discussed the program with Sister Peggy, and then with some of the girls. The same day, the director of Highview took them on a tour of that facility.

Mr. Cole took us on a tour of McCune.

After many class discussions, many questions about juvenile crime and criminals were yet to be answered. The group began a questionnaire that they wanted to send to various juvenile officials, but put it aside for a while, because they felt they needed more facts. They asked if there were any books on the subject. A committee went to the public library, but found that most of the material was too technical. Paperback book catalogs were consulted and several paperbacks were obtained. These books could be read by any member of the group who was interested.

Three books were purchased in sets of 15, for the group wanted to read them and discuss them.

The first book read and discussed was Joshua which presented a picture of a "typical" deliquent that did not become a deliquent. The group discussion of the book was thorough and heated. The group is presently reading their second book called Tomboy.

Policewoman, Joy Wilson, came out to talk with the group about the role of the police in the area of juvenile crime.

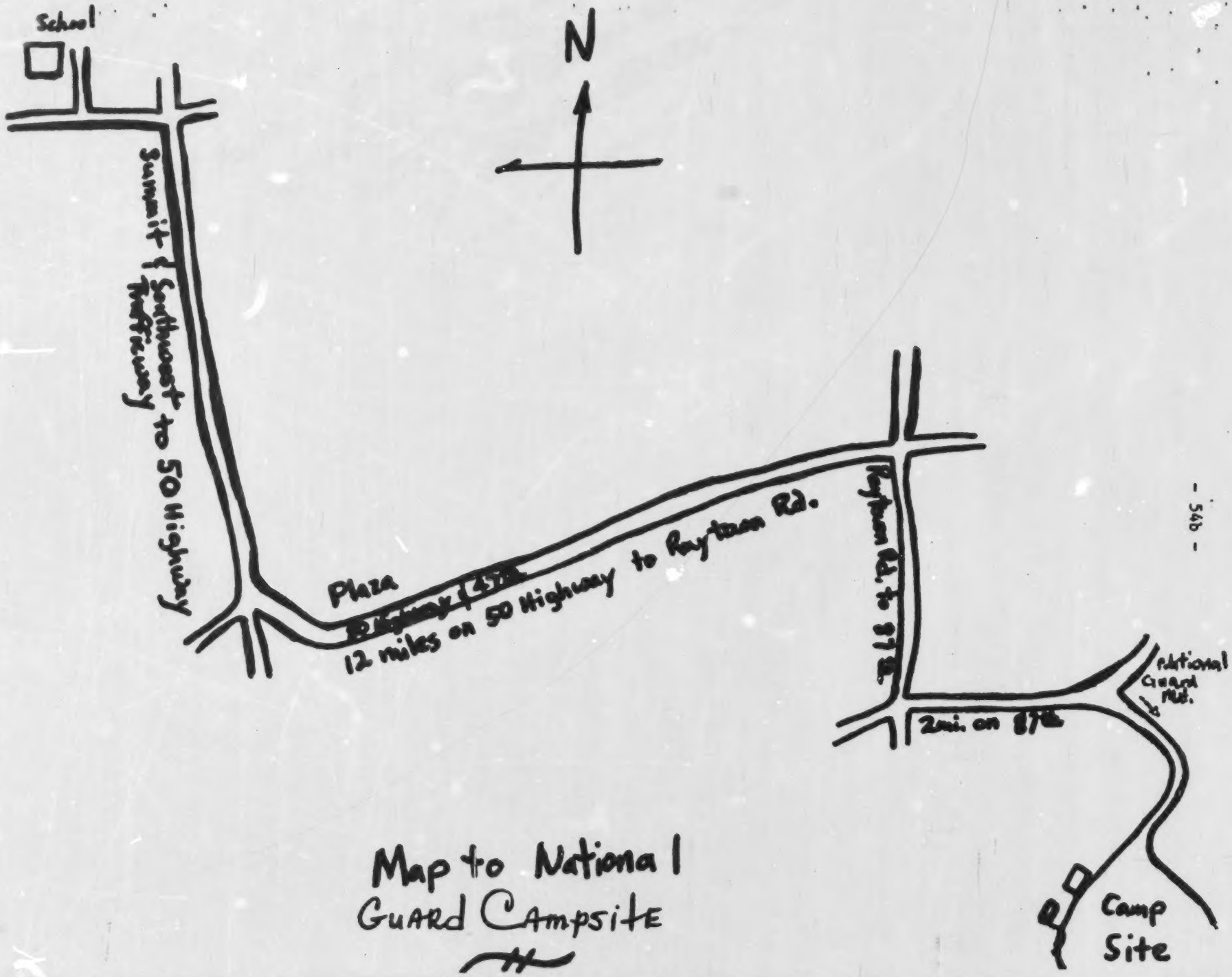
Arrangements have been made for the group to visit the Girls Training School at Chillicothe and the Boys School at Booneville.

It was suggested to us that the children see the TV film documentary, "This Child is Rated X." A committee of children are working on obtaining this film.

INNOVATIVE SOCIAL STUDIES: URBAN ELEMENTARY SCHOOLS
(ISSUES)

Suggested Unit: Project Description Format

EXPERIMENT IN A THREE DAY ENVIRONMENTAL SCHOOL



Map to National Guard Campsite

Project Schedule
May 12, 13, 14, 72'

Friday: 4:00 PM, Bus leaves from Our Lady of The Americas
4:45 approx. Bus arrives at Campsite, Raytown
Between 5:00 and 6:00 we will: get sattled
organize clean-up groups
have general orientation-(rules, boundaries)
talk about the goals of the project, and purpose

Time is Flexible to Change

Between 6:30 and 7:30 approx. First Activity
7:30 Dinner
Between 8:00,8:30 Second Activity (and or) Sports
10:00 Meditation Service
10:15 Lights Out!
approx. 10:30 Staff Meeting

Saturday: 8:00 Rise
Breakfast
Clean-up
9:30 First Activity (all activities run about 1 hour)
10:30 Second Activity
11:30 Third Activity
12:30 Fourth Activity
PM 1:00-1:30 LUNCH and clean-up

Time here is Flexible to change

1:30/2:00 Rest
2:00 Fifth Activity
3:00 Sixth Activity
Approx. 4:00-6:00 Sports Activity
PM 6:30 Dinner and clean-up
Approx. 7:30 Seventh Activity
8:30 Night Activity; including: camp fire
story telling
other activities

Time is Flexible to change

Approx. 10:30 Meditation
11:00 ready for sleep
11:15 Lights Out!
11:30 Short Staff Meeting

Sunday:
8:30 Rise
Breakfast, clean-up
Meditation
9:30 First Activity
10:30 Second Acitvity
11:30 General clean-up
12:00 LUNCH
12:30 Leave for Home
1:00 Arrive back at Our Lady of The Americas

Course List: May 12, 13, 14, 72'
Courses offered on this project will vary in length of time. It might also be possible to formulate new courses from these while in session. Some parts of time are flexible and some times are not flexible. Courses listed below are just that, Courses! Each course will have an instructor. Each student may choose his own courses to attend. Each student is however required to fill his activity periods with one of the courses offered. Sports, Hikes and other acitivties in that area, unless in the course, are extra and will be treated as such by all.

Wood Carving: Inst; Don Weaver
#1 small object carving, with instruction into methods and use of carving instruments.
needed: pen knife

Pioneer Life: Inst; Kevin
An historical survey of early life, emphasis on way of survival and basics in forest living, also methods of tracking and identifying animals.

Conservation Study: Inst; Kevin
A look at plants, ground, soil and general geological surroundings. Planned to help inform you more about ecology and the appreciation of a good earth.
needed: small shovel

Art: #1 Painting: Inst; Don/Randy
Basic, Creative and Skillful approaches to painting shown.
#2 Candle Making: Inst; Miss Amy Bertrand
Basic and Creative instruction into making nice candles, sand candles and others.
#3 Basic Drawing: Inst; Randy/Dave Bertrand
Basics with pencil and paper, some touch of creative style will be shown, hoping to start the creative element in you.

Astromomy: Inst; Don/Kevin
a look, and discussion about the heavens and solar bodies. A scientific approach with a dark and mystifying subject.

Wood Carving: Inst; Kevin Fisher
#2 Creative carving, instruction into creative work with wood.
needed: pen knife

Nature Awareness; Inst; Don
A look at the surroundings in depth. Identification of trees, plants and the possibilities of the future. A very interesting study. Planned to give more appreciation of the environment.

Dramatics: Inst; Don
Basic dramatics, roles in simple skit situations. Prepared to give a look behind the scenes of actors. Don is very good here, 2 years experience at Starlight and other places.

Art: #4 Creative Art: Inst; Randy/Dave
This course is very creative, instruction given will be limited to help student use his own talent.

#5 Tie-Dying: Inst; Joe Moore
creative approach to improving old clothes! Will attempt to show and let student be free in fashions, instruction will show basics. needed: old anything

Knitting: Inst; Amy
Basic idea of knitting, some ideas for the creative, a very beneficial course, needed: knitting needles

Creative Writing: Inst; Joe
a jump into your minds and the area around you, A true experience with self, somewhat exciting and psychological!

Forest Safety: Inst; Kevin/Dave
A look at how to take care of and in the forest. A study of various processes for improvement of this beautiful country.

Crochetting: Inst; Amy
Basic ideas will be taught and the thrill of trying something new! Promises to be fun!

Embroidery: Inst; Amy
Basic and creative ideas will be shown and are welcomed! This course is full of ideas for beauty.
needed: article for work

STUDENT CHECK LIST: ITEMS FOR THE PROJECT

*Please check those objects you will not be able to furnish.

	1 sleeping bag
	1 fork and 1 spoon
	1 towel, soap and washcloth
	1 extra pair of long pants
	1 extra pair of heavy or woolen socks
	1 sweater or sweatshirt (this can be an extra)
	1 12oz can of your favorite graden vegetable
	1 notebook and pen or pencil
	1 pen knife (this will be turned in at start of project. Mark your name on your knife so as to prevent loss.
	1 heavy sole shoes/one pair! You can bring sneckers.
	1 baseball glove, if you want
	extras: these next items are for supply in working the different courses. You might have these or want them please check if you can't provide. It will be possible to get the item for you. Maybe at a little expense. Estimated cost follows the item.
	1 crochet hook Est.29¢
	1 extra T-shirt (does not need to be new) for Tye-dying course or any other thing you might like to work with
	1 extra pair of jeans or blouse or shirt for embroidery this also does not need to be new
	1 pair of knitting needles. Est.79¢
	1 compass
	1 small shovel

Please do not bring any extra items other than those mentioned. We will be able to have all of any other equipment we might need. Unless further notified this is all you might need.

	FRIDAY	SATURDAY	SUNDAY	Activity Time
* MARK 1, 2, 3 etc... for the course and time you wish to TAKE the course, in the BOX to the Left	A.M. COURSES OFFERED:	A.M. COURSES OFFERED:	A.M. COURSES OFFERED:	Fri: 6:00-7:00 (2) 9:00-7:00
	[redacted]	ART: TIE-DYING	WOOD CARVING	Sat: 9:30 (4) 10:30 11:30 12:30
		FOREST SAFETY	EMBROIDERY	P.M. 2:00 3:00
		NATURE AWARENESS ALL	CREATIVE ART	7:00
		WOOD CARVING	NATURE AWARENESS	Sun: 9:00 (3) 10:00
		EMBROIDERY CROCHETING KNITTING		
* Instructor will check BOX - WHEN COURSE - SESSION is finished AND complete	P.M. COURSES OFFERED:	P.M. COURSES OFFERED:	P.M. COURSES OFFERED:	STUDENT ACTIVITY SHEET
	ASTRONOMY	CONSERVATION		
	ART: CREATIVE ART PAINTING DRAWING	DRAMATICS		
	WOOD CARVING	CREATIVE WRITING		
	KNITTING	CANDLE MAKING		
	PIONEER LIFE ALL 2	CREATIVE ART		

*IMPORTANT:

FOR A COURSE TO BE IN SESSION 5 OR MORE STUDENTS MUST BE ENROLLED - OTHERWISE COURSE WILL BE CANCELED TO OTHER TIME - if POSSIBLE!

Dear Parents:

As you may know our class has been involved in many interesting projects this year. I am sure by this time most of you are aware of my method in teaching and my deep concern to help improve and open up the creativity within children. One project from the first part of the school year involved taking the boys on a campout. The idea being, trying to give a relaxing and refreshing break and a good experience. I feel confident that this project was successful. At this time of the year, many of the students are voicing a desire to renew the experience.

Myself and a few others have been working on a program in this area. We are attempting to do something constructive and worthwhile for the students. We also need your help. We are asking your permission to involve your child in this program. Our planning stage can go no further until we have heard from you.

The project involves a three day campout. We have selected the dates of May 11-12-13. We plan to return early Saturday afternoon. We have our principal's permission, provdied we secure two parent mothers and the general permission of all the parents. We have secured the aid of the Missouri National Guard in Raytown for grounds, cabin and other materials. Beside permission, if you would like to contribute your time in any other way, we would be grateful.

Please realize that this is a serious project, more specific than the earlier one. This project is well planned with a specific intention of creating a classroom experience in another situation. We are trying to instill interest along with fun and creativity. We will have the aide of at least two parent mothers and other adult supervision. I would like at this time to encourage you to write your opinion about this project and let me know of your feelings. I would be glad to meet and explain the project or talk and answer any questions you might have. You will be informed of all arrangements. Feel free to contact me at school or at home to answer any questions you might have.

If you would like to have a general meeting, please indicate so on this letter and if it is generally agreed we will thank you for your time and concern in cooperating towards this project. I am sure it will be a rewarding educational experience for your children.

Yours truly,

PREDICTED ISSUES PROGRAM OUTCOMES

Process Outcomes

As reflective teaching-learning progresses over time, the following characteristics should become evident:

1. More pupil-pupil and pupil-teacher interaction (verbalizations) and less teacher talk proportionally.
2. More verbal movement up and down the "abstraction ladder."
3. Greater complexity and frequency of pupil questions.
4. Greater frequency of pupil detection of inconsistencies.
5. Increased attempts at clarifying problems.
6. Increased attempts to generate hypotheses.
7. Increased attempts to challenge (test) hypotheses.
8. Increased concern with clarifying and assessing consequences of proposed/accomplished actions.
9. Planning how to implement proposed solutions.
10. Increased concern with reviewing past experience.
11. Carrying on planned investigatins.
12. Increased insights and understandings.
13. Increased appeal to criteria, rules or "boundaries."
14. More "heat."
15. More tolerance of uncertainty, ambiguity, petty annoyances, and change.
16. More inclusion of out-of-school learnings and increased use of interdisciplinary subject matter.
17. Greater "research" effort and skill by pupils.
18. Increased attention span.
19. More "transfer" of learning.
20. More profound involvement in school tasks by more pupils.
21. Increased pupil predisposition and ability to solve problems.
22. Increased pupil feelings of success and achievement.
23. Increased test scores.
24. Increased attendance.
25. Less delinquency.

Competence/Skill Outcomes

A. Data collecting (research skills) Knowing sources of information and how to obtain and use them

1. Types of books
2. Community and neighborhood leaders
3. Community agencies (HRC, MCA, etc.)
4. Community residents including families, friends, schoolmates
5. City officials
6. Construct and use maps, graphs, charts, etc.

B. Communicating with peers and others

1. Interviewing
2. Verbal reporting
3. Written reporting
4. Arranging meetings to acquire and/or disseminate information
5. Constructing and using questionnaires and surveys

C. Cooperating with peers and others

1. Leading and following
2. Suggesting and analyzing
3. Creating and recording
4. Presenting and receiving information, etc.
5. Forming and reforming various groups depending on tasks and talents

Concepts ■ Sociology

All cultures should be respected.

Many factors influence the rate of change of a culture.

Society is always changing.

Families differ in size.

Through communication, men share ideas, information, and experiences.

People adapt to their environment as a result of both environmental differences and past social traditions

Recreation is as important to people as work is.

Schools in the United States have changed since early days.

People often adhere to long-established traditions and resist change.

Modern improvements in communication increase the rate of cultural change.

The art of a people reveals much about their way of life.

Environmental differences produce different customs that determine man's behavior

Communities provide services for their members.

Education helps to stimulate progress and change.

Many factors affect the rate of cultural change.

Arts, skills, attitudes, and special knowledge are frequently passed from an older generation to a younger one.

Custom determines how people live in different communities and in different parts of the world

Our nation's population has changed from predominantly rural to predominantly urban.

People all over the world have the same basic needs, although they may meet these needs differently.

All people do not worship in the same way.

Families in a community help one another in many ways.

Each society has its own ways of living in families.

The basic needs and activities of daily living are common to all people everywhere.

Each society educates its children to become responsible members of the society.

People everywhere live together in family groups.

Each society has its own traditions and customs.

Cooperation among individuals in groups is necessary

One culture can influence another culture.

The need for education has always been of great importance.

There are three major parts to most communities: a shopping section, an industrial section, and a residential section.

In many parts of the world, modern ways of living exist side by side with old ways.

In the earliest days of our country families depended upon each member for safety, food, clothing, and shelter

An increasing population intensifies the need for conservation of natural resources.

When two societies are close neighbors, traditions and language often blend.

People in communities must obey rules and laws in order to live safely and comfortably together

People attempt to preserve the customs and traditions they value.

Some cultures are more advanced than others.

Farmers and city people are interdependent.

A society can be altered by changing the beliefs, attitudes, and customs of its members and of its groups

1. Individuals live in different environments on the Earth.

Each society develops some kind of social classification.

Man is adaptable to a wide variety of conditions.

Many different cultures have developed independently all over the world.

Groups with very different religions and customs sometimes find it difficult to live and work together.

Change occurs more rapidly in some parts of the world than in others.

A scientific discovery in one country may affect the lives of people in other countries far away.

As time passes, ways of living change.

Societies are similar, yet different throughout the various countries of the world

Cultures change at different rates.

People can change their culture by borrowing ideas and practices from another culture.

The needs of early man and modern man are similar

The rate of change among regions has differed depending upon how easily people have been able to communicate

Some degree of conflict is inevitable within any society, due to individual differences among people.

[redacted]

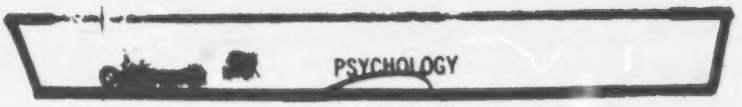
Families of all regions need governments to help them get many of the things they want

Every group has rules for its members to follow.

Families satisfy their needs in accordance with tradition and custom

All human beings, regardless of race, are more alike than they are different.

People who start a new culture in a new country tend to pattern their new culture after the one left behind



People have different kinds of talents, skills, and abilities.

Knowledge of current events is important to good citizenship.

people feel differently when doing something as a member of a group rather than alone

strangers and different people need not automatically be feared or disliked.

a group activity that goes well makes everyone feel even better when member share feelings

individual feelings are better when successes and failures are shared with others

individual likes and dislikes are easier to communicate and seem more sensible to others when several reasons for them can be given clearly

a group activity that goes poorly is easier to take if memebers share feelings

helping others usually makes you feel good

Ideas play an important part in any great human undertaking.

What we learn in the future may cause us to change ideas we have now.

Each individual has a need for food, clothing, and shelter

People retain valued ideas from the past and use them again in new situations.

Different eyewitnesses may give different accounts of the same event.

Differences in people can contribute to the richness and variety of social life.

Things and people change.

Man is the only known living creature capable of thinking and reasoning.

People may find different answers to the same questions.

Every human being has a need for dignity.

Concepts on Investigating PROBLEM SOLVING Inquiry thinking

You are thinking when you are:
finding a problem
finding possible answers to the problem
finding the best answer

SOMETHING YOU SEE THAT NEEDS TO BE SOLVED IS A PROBLEM

A possible answer to a problem is an hypothesis

a guess or an estimate or a hunch is an hypothesis

Ways to find out if a possible answer is true or half true or false are called tests or verifications

Ways of getting information are:
- People who live near you
- People who have jobs you are interested in
- Teachers
- Principals and supervisors

Trying to find or solve a problem is called investigating

Ways of getting information are:
- Field trips
- Dictionaries
- Atlases
- Almanacs
- Directories

Information or facts used to solve a problem are called data

Ways of getting information are:
- card catalog
- readers guide
- index
- table of contents
- bibliography

CONCEPTS are big ideas

DECIDING IS CALLED DECISION-MAKING

Concepts in Economics and Community and GOVERNMENT

Black Americans have made important contributions to our nation's growth.

Natural resources have no value to man until he discovers them and learns how to use them.

Money earned by fathers and mothers is used to pay for family needs and wants

The invention of writing made it possible for man to keep more complete and detailed historical records.

The value people place on the natural resources of their region may change from one period to another.

New discoveries and inventions can create new kinds of work.

Three major factors in determining the location of a manufacturing plant are: efficient transportation facilities, availability of raw materials, and a profitable market.

What man cannot produce himself he depends on others to supply.

Riverbanks are often chosen as sites for communities.

Laws are effective when they meet the needs and problems of their times.

Many kinds of workers are needed in our nation.

A democratic government is the m difficult to design and carry out.

The development of social, political, and economic institutions is always influenced by what has gone before.

Old buildings may provide clues to the history and development of a community.

The struggle between those governing and those being governed causes conflict within societies.

Communities develop different modes of adaptation to different environments.

Families modify their environment according to their needs.

Water is one of the world's most valuable resources.

Government is of critical importance in people's lives.

Many different kinds of government have evolved.

Each society develops or adopts its own government and set of rules.

Symbols on a map stand for real things and places.

People are able to modify their environment.

Cities grow in size for different reasons.

People in communities do many kinds of work. Some provide goods that others need. Some provide services

Polluted air is most commonly found in large urban industrial areas.

Families adapt their ways of living to their environment.

The wealth of a country depends in part upon its geography

Advanced technology makes possible agricultural expansion.

Changes in economic relationships can cause changes in traditional ways of living.

Work is essential to meeting man's needs

The struggle of black Americans for civil rights has been going on since the beginning of our nation.

Man has been inventive in meeting his needs.

People living on the same land at different times frequently develop different ways of using its resources

Thoughtful planning can help prevent some community problems.

Making a living is a major concern of all people.

Voting enables the individual citizen to participate in government.

The earth contains a wealth of natural resources useful to man.

Man has left many different kinds of records that show how he lived in the past.

Communities differ in the ways they adapt to their physical environment

Every major city in the United States has slums.

The solution of traffic problems in cities necessitates long-range planning by city governments.

Whether they come quickly or slowly, changes always come.

Consumption of goods and services is limited by income.

Nations, like individuals, can nearly always achieve more by working together than by working alone.

Specialization in work causes people to depend on one another.

There may be several different types of climates within one nation.

Man uses his ingenuity to change his environment.

Most societies practice some division of labor.

Modern transportation has changed our shopping habits.

The automobile spurred the growth of suburbs.

Air pollution problems must be faced on a regional basis if they are to be solved effectively.

Communities are alike in some ways and different in others.

Urban redevelopment is a never-ending process.

Natural features such as rivers often form political boundaries.

Things that happened in the past have [illegible] people today

Cities offer a diversity of job opportunities.

There is dignity in all kinds of work.

People satisfy their needs in different ways

The family is the basic economic unit of society.

The earth's surface is continually changing, both naturally and by man-made modifications.